

FY2015 Inter-University Exchange Project Chiba University

Support for the Formation of Collaborative Programs with Latin America and the Caribbean, Turkey

【Name of project】 (Adopted year: FY2015, Country (Latin America))

Post Urban Living Innovation Education and Research Program – PULI Program –

【Summary of Project】

The Post Urban Living Innovation Education and Research Program uses technology to take on the challenges posed by the various issues facing human life. The project will focus on the situations in Japan and Central America to clarify the challenges faced by the world's urban areas, and will develop human resources in both countries who will contribute to living innovation in the future, and also develop human resources who will contribute to the living innovation industry in Japan.

This program will implement a next generation, practically-versed human resources development program (Post Program) jointly in Japan and Central America, to develop superior human resources with practical experiences who will contribute to the future.

【Summary of Exchange program】

This program will combine the business planning and sales strategies that liberal arts students are good at with the technological development and application that science students are good at, create an organization like a corporate body tackling the challenges of urban living, and implement a variety of projects set with one of the below 3 SML sizes.

1. S (Smart House Design)

A variety of lifestyle proposals realizing the comfortable houses of the future through cutting-edge technology

2. M (Mobility & Energy Management)

The introduction of energy-dispersive mobility systems

3. L (Landscape by Green)

The realization of new urban landscape using vertical greenification technology for environment regeneration

In the exchange program, participants will engage with the below five challenges,

A. Liberal Arts and Science Blend Program – Creation of a practical curriculum with a blend of liberal arts and science

B. Business-type Lessons and Virtual Company – A program moving from PBL to JBL (Job Based Learning)

C. Time-shift Internship – A shift/transition to internship time

D. Senior Student Degree Program – Implementation of DD and JD degree programs

E. Research Development Program – Continuation with sophisticated issues as doctorate research themes

【Global Human Resource on the project】

The purpose of this project is the implementation of a next generation, practically-versed human resources development program (Post Program) for urban living jointly in Japan and Central America, and to develop superior human resources with practical experience who will contribute to the future. Such human resources will be developed by stopping the conventional and separate liberal arts and science field programs, combining their students, creating an organization like a corporate body tackling the challenges of urban living, and implementing a variety of projects.

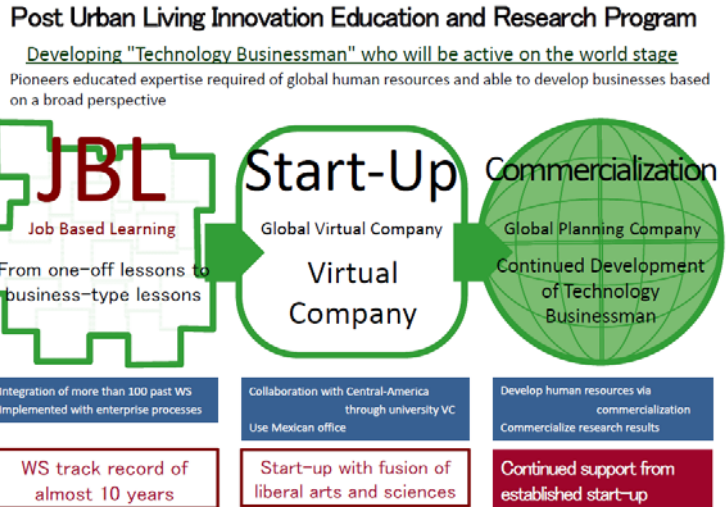
【Feature on the project】

This project will involve combining human resources who excel at either technology or policy, creating a virtual corporate body, and developing human resources there. Furthermore, the project is considering, as part of a new experiment, the establishment of a university start-up company that will commercialize the post-project results for continued human resource development and use.

【Exchange number】

	H27								H28								H29							
	A	Bo	Br	Ch	Co	M	Pa	Pe	A	Bo	Br	Ch	Co	M	Pa	Pe	A	Bo	Br	Ch	Co	M	Pa	Pe
Outbound						27	6							42	9							47	18	
Inbound						30	9							51	18							56	27	
	H30								H31															
	A	Bo	Br	Ch	Co	M	Pa	Pe	A	Bo	Br	Ch	Co	M	Pa	Pe								
Outbound						52	18							62	18									
Inbound						65	36							75	36									

A: Argentina Bo: Bolivia Br: Brazil Ch: Chile Co: Colombia M: Mexico Pa: Panama Pe: Peru



1. FY2015 Progress

[Chiba University]

[Name of project] (Adopted year: FY2015 Country (Latin America))

Post Urban Living Innovation Education and Research Program – PULI Program –

■ Exchange Programs

This program will combine the business planning and sales strategies that liberal arts students are good at with the technological development and application that science students are good at, create an organization like a corporate body tackling the challenges of urban living, and implement a variety of projects set with one of the below 3 SML sizes.

1. S (Smart House Design)

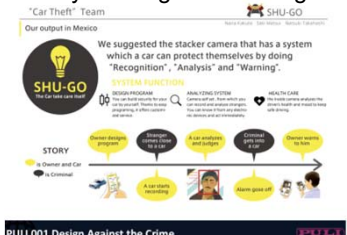
PULI001 Design Against for Crime –Design Against Crime in the Regional
PULI006 Future House Lab. -Interior Design System in the Container House

2. M (Mobility & Energy Management)

PULI002 Hydrogen Station – Utilize Hydrogen Energy in the Future Region
PULI004 Living Environmental Innovation -Improvement of the Living Environment

3. L (Landscape by Green)

PULI003 QOL in Overcrowded City –QOL Improved by Re-development Plan
PULI005 Greening in the City –Greening Plan by Rooftop Greening and Vertical Farm



〈Example of a Project Report in Mid-term PULI001 Design Against for Crime〉

Student-Mobility

○ Outbound

Upon the adoption of the program in FY 2015, we immediately implemented six main projects. Initially, it consisted of five projects, in which six students per project (except for one project which involved nine students), a total of 33 students, were scheduled to be sent. Later, another project was added to accommodate 35 students across the six projects. Two students from the Faculty of Letters and four students from Faculty of Law, Politics and Economics took part in the project, making the program a collaboration among four faculties and two graduate schools consisting of Faculties of Engineering, Horticulture and Letters, Law, Politics and Economics. Next year, College of Liberal Arts and Sciences and Faculty of Education will join the team to expand the project as a university-wide initiative.

○ Inbound

In FY 2015, six projects took place immediately after the adoption of the program. Initially, there were five projects, in each of which six to nine students were scheduled to enroll. Later, another project was added to the original five, totaling to six projects. In total, 36 students visited for short terms (less than three months) across six projects, in addition to six students staying for three months or longer. The increase in the number of participants is partly due to the unique university structure of Mexico, where campuses operate independently even if they are under the same university name. As a result, six additional students from the Monterrey Institute of Technology, having campuses in Mexico City and Monterrey, contributed to the expanded participation.

<Latin America >

	H27																	
	Plan									Results								
	A	Bo	Br	Ch	Co	M	Pa	Pe	A	Bo	Br	Ch	Co	M	Pa	Pe		
Outbound						27	6							30	5			
Inbound						30	9							36	6			

■ Forming the University Network with Quality Assurance

This program is carried out in collaboration with universities affiliated through inter-university exchange agreements. Therefore, two universities were added to the program after it was adopted, as these universities were still in the process of affiliation at the time of application for the grant. At the same time, we have prepared some new classes each for undergraduate and graduate courses for FY 2016 to ensure the program quality. New classes prepared for undergraduate courses include Global Business Planning, Global Technology Development, etc. Because all the students who took these classes in FY 2015 are still in the university in FY 2016, they are able to complete the program and are scheduled to receive credits after July 2016, in which month the project for Year 2015 completes. Students who took part in the Year 2015 program also received Certificates of Workshop Participation.

■ Promotion of Student-Mobility Environment

This university-wide program is organized mainly by the collaboration among the International Affairs Division, Education Planning Division, and Global Resources of the university headquarters. Four specialized staffs at ISD (International Support Desk) look after the enrollment of international students, and four staffs at Global Resources handle the sending Japanese students. The program is also led by 12 faculty members (two teachers per project). This enables the close communication and collaboration with the faculties of the affiliated universities. In FY 2016, the program has the support of SULA, a newly introduced function at the School of International Liberal Studies, who will provide course selection guidance and educational support. The exchange students will get further support by Japanese students in the program selected as tutors. Internship, a prerequisite for the program, was provided at six affiliated companies in Japan. It also took place in two companies in Mexico.

■ Internationalization of the university Information disclosure and Publication of outcome

A new staff is now working at IEC Office of the University of Monterrey to reinforce the network in Mexico. We have also launched and run a website in English, which can be jointly updated by participating universities (<http://design-cu.xsrv.jp/puli/>). In addition to the website, we utilize various social media to disclose project information and publish results to boost recognition of the program. (<http://uedchibauniv.wix.com/leiproject> <https://m.facebook.com/PULITecCCM2016to2020/>) In particular, mid-term reports of the projects are available online in the form of video reports, offering a friendly insight to the program.

■ Notices

About 85% of the program consists of affiliation with Mexican institutes, with the rest (15%) in collaboration with Panama. Our university maintains a close tie with the embassies of Mexico and Panama in Japan. In January and March, Ambassadors of Panama and Mexico visited our university respectively to observe the program in progress. In Mexico, students and teachers in the program from both Japan and Mexico visited the Japanese Embassy in Mexico to introduce the program and report major achievements. Currently, we are in the process of involving about six more institutions in Mexico in this affiliation program to further expand it as an exchange program covering the entire region.



〈We invited Mexico Ambassador Carlos Almada to WS at Chiba University〉

Published on Japan Mexican Embassy's website <https://embamex2.sre.gov.mx/japon/index.php/es/>

2. FY2016 Progress

【Chiba University】

【Name of project】(Adopted year: FY2015 Country (Latin America))

Post Urban Living Innovation Education and Research Program – PULI Program –

■ Exchange Programs



<PULI001 Design Against for Crime Field Work>

This program will combine the business planning and sales strategies that liberal arts students are good at with the technological development and application that science students are good at, create an organization like a corporate body tackling the challenges of urban living, and implement a variety of projects set with one of the below 3 SML sizes.

In 2016/17, as in the previous academic year, we continued work on a total of six projects for each of the three scales given above. In particular, on PULI001 “Design Against for Crime”, we started cooperation with Japanese and Mexican security companies.

Student-Mobility

○ Outbound

In 2016/17, as in the previous academic year, we are implementing a total of six projects. In all, we sent 43 students for the program as a whole. Students from all levels (undergraduate, master’s and doctoral, mainly in letters, engineering and horticulture) took part, each forming teams to implement the program. In addition, we started a long-term internship program.

○ Inbound

In Mexico and Panama, our partner universities are also implementing a total of six projects. In all, we accepted 44 students for the program as a whole. We implemented a diverse acceptance program based on the needs of the participating universities. These included short-term admissions ranging from two to six weeks, and medium- to long-term admissions lasting two months (equivalent to one term) or more. In particular, 11 exchange students from Latin America learned at Chiba University from 2 terms to 1 year.

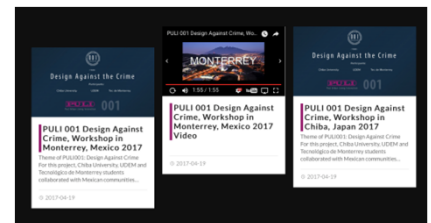
<Latin America>

	2016															
	Plan								Results							
	A	Bo	Br	Ch	Co	M	Pa	Pe	A	Bo	Br	Ch	Co	M	Pa	Pe
Outbound						42	9							37	6	
Inbound						51	18							38	6	

■ Forming the University Network with Quality Assurance

This program is being implemented only with universities with which we have entered inter-university exchange agreements.

For Japanese students, all related activities are treated as course subjects and they can get credits, as a rule. For overseas students, workshop participants were awarded credits by their own universities in Latin America. We discussed in advance that Chiba University could give credits to them as needed. Exchange students who learn for 2 terms can get more than 8 credits at Chiba University, which are later recognized as credits by their own universities.



<PULI website>

■ Promotion of Student-Mobility Environment

When accepting foreign students, various preparatory information is provided to the student by the IEC (International Exchange Center) office set up in the University of Monterrey in Mexico, enabling students to travel to Japan in reassurance. 2 amanuenses specializing in overseas student support also take good care of them during their stay in Japan.

For students sent abroad on the program, supervisors, amanuenses, and SULAs provide study guidance and living support. Risk management is also provided in collaboration with supervisors at the host institution as well as IEC office staff.

■ Internationalization of the university

Information disclosure and Publication of outcome

We have already added 2 universities to our program. IEC office at University of Monterrey is gathering information about Mexican and Panamanian universities. Now we are currently discussing with 3 universities, and two of them have already declared to participate in our program.

Program activities are frequently uploaded to the website of PULI program (<http://design-cu.xsrv.jp/puli/>). On the website, all information is provided in English, many movies on various activities are published continuously.

Besides this, activities in this program are also attracting attention in Mexico and Panama, where they have been introduced via the media.

■ Notices

We implement the program in close collaboration with the governments of Mexico and Panama through their embassies in Japan. Following from last year, ambassadors of the two countries came to observe a workshop in progress at this university. And the final report meeting for a project with a Mexican university, implemented in May 2017, was held at the Mexican Embassy in Tokyo. In future, we will continue to work closely with these institutions and develop the program. In Mexico and Panama, We report the progress of our program to the Japanese embassies every year. We can not only spread our program information but also get valuable information in both countries.

3. FY2017 Progress

【Chiba University】

【Name of project】(Adopted year: FY2015 Country (Latin America))

Post Urban Living Innovation Education and Research Program – PULI Program –

■ Exchange Programs

In this program, we combine the business planning and sales strategies that liberal arts students are good at with the technological development and application that science students are good at, then we create an organization like a corporate body tackling the challenges of urban living, and implement a variety of projects set with 3 SML sizes below:

1. S (Smart House Design)

- PULI001 Design Against for Crime
 - PULI006 Future House Lab.
 - PULI008 Future Lifestyle in Mexico
- 2. M (Mobility & Energy Management)**
- PULI002 Hydrogen Station
 - PULI004 Living Environmental Innovation
- 3. L (Landscape by Green)**
- PULI003 QOL in Overcrowded City
 - PULI005 Greening in the City
 - PULI007 Urban Greening Planning



〈Project report : Future House Lab.〉

Student-Mobility

○ Outbound

In FY2017, eight projects were implemented. As a result, we sent 52 students. Fourteen people also participated from the liberal arts and life sciences major. We will continue to implement attractive programs where various students can participate from all majors.

○ Inbound

In FY2017, we also accepted 63 students to eight projects. Two Universities are joined our PULI program from 2017. We have increased the four schools in FY2016 - FY2017, so we succeeded to accept more than 60 students.

<Latin America>

	2017															
	Plan								Results							
	A	Bo	Br	Ch	Co	M	Pa	Pe	A	Bo	Br	Ch	Co	M	Pa	Pe
Outbound						64	7							46	6	
Inbound						78	6							57	6	

■ Forming the University Network with Quality Assurance

This program is carried out in collaboration with universities affiliated through inter-university exchange agreements. In this time, two universities were added to the program. We accepted more than 140 students from these universities. On the other hand, we prepared some new classes each for undergraduate and graduate courses for FY 2016 to ensure the program quality. The new classes for undergraduate courses included Global Business Planning, Global Technology Development, Global Operations and Global Sales. Students who take part in the program receive Certificates of Participation and partner universities give the credit based on this certification. Moreover, we are planning the presentation of minor degree of this program in Graduate School.

■ Promotion of Student-Mobility Environment

This program is running as a university-wide scale, and five specialized staff at ISD (International Support Desk) look after the enrollment of international students, and four staffs at International Student Section and Super University Learning Administrator handle the sending of Japanese students. The program is also led by 14 faculty members (two teachers per project). This enables the close communication and collaboration with the faculties of the affiliated universities. Internship, a prerequisite for the program, was provided at six affiliated companies in Japan. It also took place in two companies in Mexico. Final Presentation FY 2017-2018 will be held on June 5th 2018 at the Mexican Embassy in Japan.

■ Internationalization of the university, Information disclosure and Publication of outcome

Two staff are now working at IEC Office of the University of Monterrey to reinforce the network in Mexico. We have also launched and run a website in English, which can be jointly updated by participating universities (<http://design-cu.xsrv.jp/puli/>). In addition to the website, we utilize various social media to disclose project information and publish results to boost recognition of the program. In particular, mid-term reports of the projects are available online in the form of video reports, offering a friendly insight to the program. <http://uedchibauniv.wix.com/leiproject> <https://m.facebook.com/PULITecCCM2016to2020/>

■ Notices

Almost 90% of the program consists of affiliation with Mexican institutes, with the rest in collaboration with Panama. Our university maintains a close tie with the embassies of Mexico and Panama in Japan. Ambassadors of Mexico and Panama visited our university respectively to observe the program in progress.

Mexican Embassy Officials visited our university to support the workshop. In Mexico, students and teachers in the program from both Japan and Mexico visited the Japanese Embassy in Mexico to introduce the program and report major achievements. We have received support from companies in 2017 and over 100 students studied abroad in total. In 2018, we plan to expand the student mobility, requesting support from the corporations, the Mexican government and the Panama government. We are requesting scholarships and other assistance for accepting students from each country at Chiba University. This scholarship realizes many students' study abroad. Also at the Japan-Mexico President's Meeting held in November, the results of the past have been announced. Currently there are inquiries from four universities in Mexico, and we are making final adjustments for participation.



〈Final Presentation 2017 at Mexican Embassy in Japan〉